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ABSTRACT

Despite the tremendous growth of the ethnic community in Santa Clara County, California, very few minorities are employed in city and county government. The Minorities In Government Internship Project (MIGIP) was established to place minority vocational students with a minimum of 12 quarter units in their major in administrative, technical and management internships in local municipal governments. Specifically, the MIGIP sought to recruit and train 10-15 minority vocational college students for work in the public sector, evaluate the placement of the interns, coordinate activities with other skill training and job placement programs in Santa Clara County, disseminate project results, and make recommendations. Twenty-four requests were received and 11 interns were placed in government internships from April 4 to June 1, 1992. An evaluation survey was sent to all interns and site supervisors, results indicated that the supervisors were extremely pleased with the interns, while the interns felt that the internship substantiated their vocational training and provided them with an appreciation for government service. Recommendations include expanding the internships to 6 months so that interns could learn the nuances of their jobs and the complexities of government work, developing a civics class for incoming freshmen students in community colleges, setting up a job fair for government jobs and services in the community colleges, and replicating the MIGIP project. Survey forms, sample letters and a project brochure are attached. (MAB)

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The
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Minorities in Government Internship Project (MIGIP)

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MINORITIES IN GOVERNMENT INTERNSHIP PROJECT (MIGIP)

CONTRACT AGREEMENT NO. 90-0466
NOVEMBER 23, 1991 - MAY 30, 1992

OCCUPATIONAL TRAINING INSTITUTE
FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT

Maria Banatao, Project Director
Vicky L. Criddle, Project Co-Director

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Executive Summary

The ethnic community in the Santa Clara County has experienced tremendous growth in the last decade. Despite this, very few minorities are employed in city and county government. Statistics show that "Asians are the least represented group in the top jobs, compared with their population". The Minorities In Government Internship Project (MIGIP) was designed to respond to this problem. The project aims to: 1)increase access for minority vocational students into public sector jobs (i.e. city, county, state, federal and special districts), 2)help minority vocational students develop an interest, understanding and skill for public sector jobs, and 3)increase the effectiveness of vocational education to assist students entering public sector employment.

MIGIP focused on minority vocational students who have completed a minimum of 12 quarter units in their vocational major at De Anza or Foothill College. These students were placed in administrative, technical and management positions in different departments with local municipalities.

Objectives:

The working objectives of MIGIP were:

I. Selection and formation of a Minorities in Government Internship Advisory Committee consisting of representatives from minority groups and public sector employers.

II. Survey and prioritize 20 internship opportunities for Minority Vocational College students.

III. Implement a recruitment campaign to train and place 10-15 minority students in public sector internship jobs.

IV. Provide training and cooperative education internships to 10-15 minority vocational students in the public sector.

V. Evaluate the placement of minority vocational students in internship positions and appropriate training areas.

VI. Coordinate the Minorities in Government Internship Project (MIGIP) with other skill training and job placement programs in Santa Clara County.

VII. Disseminate project results and make recommendations to the Chancellor's Office regarding the development of future Minorities in Government Internship training projects.

Twenty four requests for interns were received from the County of Santa Clara, City of San Jose, City of Cupertino, City of Milpitas and the City of Mountain View. Eleven interns were placed from April 4 to June 1, 1992.

An evaluation survey was sent to all Interns and Site Supervisors. Preliminary results suggest that the Interns performed exceptionally well. In fact, Site Supervisors felt that the internship time line was too short. They wanted to keep the Interns for another quarter.

There were numerous requests for internship received after the completion of MIGIP. These requests were turned over to the Career Planning and Placement Center of De Anza College to enable other students to benefit from the project. The Occupational Training Institute will also utilize these internships to give Job Training Partnership Administration (JTPA) participants hand-on training in their vocational careers.

CURRENT OBJECTIVES / ACTIVITIES

1. **Select and form a Minorities in Government Internship Advisory Committee consisting of a minimum of 6-8 representatives from minority groups and public sector employers.**

1.1 Develop recruitment materials to explain the project to government employers and minority groups. Initial contacts will be made by letters and phone calls. On-site presentations will be made to interested organizations. Prospective members will be representatives from:

- Career Planning and Placement Department of De Anza College
- Minority Clubs of De Anza College
- City of Cupertino
- City of Saratoga
- City of San Jose
- City of Santa Clara
- City of Sunnyvale
- City of Mountain View
- City of Campbell
- City of Los Gatos
- City of Milpitas
- County of Santa Clara
- A Minority Chambers of Commerce in Santa Clara County

1.2 The Minorities in Government Internship Advisory Committee will be established and will meet on a monthly or bimonthly basis.

1.3 The Committee will make recommendations concerning the project's plan of action and act as a Mentor/Advisor to the implementation of this pilot project.

1.4 NOVA PIC will provide updated labor market trends based on their annual labor market analysis of Santa Clara County.

CONTRACT OBJECTIVES / ACTIVITIES

1. **Select and form a Minorities inGoverment Internship Advisory Committee consisting of a minimum of 6-8 representatives from minority groups and public sector employers.**

1.1 Develop recruitment materials to explain the project to government employers and Filipino-Americans. Initial contacts will be made by letters and phone calls. On-site presentations will be made to interested organizations. Prospective mem bers will be representatives from:

- Filipino-American Chamber of Commerce in Santa Clara County
- Filipino-American Club of De Anza College
- City of Cupertino
- City of Saratoga
- City of San Jose
- City of Santa Clara
- City of Sunnyvale
- City of Mountain View
- City of Campbell
- City of Los Gatos
- County of Santa Clara
- Special Districts (i.e. Santa Clara County Water District, Mid Peninsula Open Space District).
- State and Federal Agencies (i.e. NASA/Ames Research, Department of Motor Vehicles, etc).

1.2 The Minorities in Government Internship Advisory Committee will be established and will meet on a monthly basis.

1.3 The Committee will make recommendations concerning the project's plan of action and act as a Mentor/Advisor to the implementation of this pilot project.

1.4 NOVA PIC will provide updated labor market trends based on their annual labor market analysis of Santa Clara County.

CURRENT OBJECTIVES / ACTIVITIES

2. **Survey 50 members of the public sector department heads to identify local city and government employment standards and hiring practices for minorities.**

2.1 A questionnaire will be developed with the assistance of the Project Advisory Committee to survey employment opportunities at 20 public sector employers. It will be designed to survey attitudes regarding gender equity and the target populations as outlined in the proposal as well as public sector needs and requirements. Additional information will be gathered with input from: The Cooperative Education Department, Career Planning and Placement Center at De Anza College, The Employment Developement Department, The NOVA Labor Market Information Survey and the Occupational Training Institute's Employer Network.

2.2 The questionnaire will be mailed to 20 local government andcommunity organizations. Additional telephone surveys will be conducted by the Internship Developer to prospective public sector participants and their responses recorded. Face-to-face interviewill also be conducted by the Internship Developer.

3. **Implement a recruitment campaign to train and place 10 -15 minority students in public sector jobs.**

3.1 A minimum of three outreach workshops will be presented to educate students to the Internship program. The student body groups of De Anza College and Foothill College, the Career Planning and Placement Center and other student services on each campus will be used as resources for student outreach. These workshops will also serve to educate minority students on government operation, structures, processes and career opportunities.

CONTRACT OBJECTIVES / ACTIVITIES

2. **Survey 50 members of the public sector department heads to identify local city and government employment standards and hiring practices for Filipino-Americans.**

2.1 A questionnaire will be developed with the assistance of the Project Advisory Committee to survey employment opportunities at 20 public sector employers. It will be designed to survey attitudes regarding gender equity and the target populations as outlined in the proposal as well as public sector needs and requirements. Additional information will be gathered with input from: The Cooperative Education De partment, Career Planning and Placement Center at De Anza College, The Employment Developement Department, The NOVA Labor Market Information Survey and the Occupational Training Institute's Employer Network.

2.2 The questionnaire will be mailed to 20 local government and community organizations. Additional telephone surveys will be conducted by the Internship Developer to prospective public sector participants and their responses recorded. Face-to-face interviewill also be conducted by the Internship Developer.

(#5)Implement a recruitment campaign to train and place 20 Filipino-American Students in public sector jobs.

(5.1)A minimum of three outreach workshops will be presented to educate students to the Internship program. The Filipino-American Club, the Career Planning and Place ment Center and other student services on each campus will be used as resources for student outreach.

CURRENT OBJECTIVES / ACTIVITIES	CONTRACT OBJECTIVES / ACTIVITIES
3.2 Interested students must be currently enrolled in a vocational program, with a minimum of 12 units completed towards their major course of study.	(5.2)Interested students must be currently enrolled in a vocational program, with a minimum of 12 units completed towards their major course of study.
3.3 Students will meet with the Director, Internship Developer and Assistant Internship Developer on a one-to-one and a group basis to further develop information in order to focus program goals to student needs. Student internship opportunities will directly relate to their vocational program. Internships will be paid or non-paid and will be done for college credit. Internships will be set up on a 12 week timeline for students to coincide with the quarter system on the Foothill and De Anza College campus. Interns will be required to work a minimum of 12 and a maximum of 20 hours per week.	(5.3)Students will meet with the Director and Internship Developer on a one-to-one and a group basis to further develop information in order to focus program goals to student needs. Student internship opportunities will directly relate to their vocational program. All internships will be non-paid but could be done for college credit. Internships will be set up on a 12 week timeline for students to coincide with the quarter system on the Foothill and De Anza College campus. This time line could easily be adapted to a semester basis depending upon the college need. Interns will be required to work a minimum of 12 and a maximum of 15 hours per week.
3.4 Coordination with the Foothill/De Anza Risk Management Department and the Cooperative Education Department will be conducted to ensure liability for all Internship participants.	(5.4)Coordination with the Foothill/De Anza Risk Management Department and the Cooperative Education Department will be conducted to ensure liability for all Internship participants.
4. **Provide training and cooperative education internships to 10 - 15 minority vocational students in the public sector.**	(#6)**Provide training and cooperative education internships to 20 Filipino-American students in the public sector.**
4.1 Develop a pre-internship program that will prepare participants in the actual experience phase of the project. This will include basic skills, personal and career counseling, local government structures and processes, and multicultural issues.	(6.1)Develop a pre-internship program that will prepare participants in the actual experience phase of the project. This will include basic skill, personal and career counseling, local government structures and processes, and multicultural issues.

CURRENT OBJECTIVES / ACTIVITIES

4.2 Develop with the participants an employment development plan (EDP) to include both academic and work experience requirements for the chosen skill area. The employment plan will include meeting identified needs and barriers of each individual participant to ensure their success in the project.

4.3 Provide a pre-internship Job Search and Placement workshop to help program participants in their interviews for internship positions in the public sector.

4.4 Develop internship agreements that will specify duties and responsibilities of the participant and employer.

5. **Evaluate the placement of minority vocational students in internship positions and appropriate training areas.**

5.1 The Director, Internship Developer and Assistant Intern ship Developer will make an on-sight visit to participating employers and meet with prospective Faculty Advisors. Safety conditions, work environment, types of duties required, college liability as well as program objectives and design will be discussed. Prospective public sector participants will be evaluated as to the:

1. Appropriate skills to be developed during the Internship.
2. Availability/Ratio of Mentor/Advisor to the Intern.
3. Work environment and safety standards.
4. The promotion of gender equity in the workplace.
5. Employer policy toward the hiring of and/or services to economically disadvantaged, learning disabled or English as a Second Language employees.
6. Responsiveness to multicultural issues.

CONTRACT OBJECTIVES / ACTIVITIES

(6.2)Develop a pre-internship program for employers so they are prepared to deal with multicultural issues that may arise.

(6.3)Develop with the participants an employment development plan (EDP) to include both academic and work experience requirements for the chosen skill area. The employment plan will include meeting identified needs and barriers of each individual participant to ensure their success in the project.

(6.4)Provide a pre-internship Job Search and Placement work shop to help program participants in their interviews for internship positions in the public sector.

(6.5)Develop internship agreements that will specify duties and responsibilities of the participant and employer.

(#7)**Evaluate the placement of Filipino-American Internship Students in jobs and appropriate training areas.**

(7.1)The Director and Internship Developer will make an on-sight visit to interested employers and meet with prospective Mentor/Advisors. Safety conditions, work environment, types of duties required, college liability as well as program objectives and design will be discussed. Prospective public sector participants will be evaluated as to the:

1. Appropriateness of skills to be developed during the Internship.
2. Availability/Ratio of Mentor/Advisor to the Intern.
3. Work environment and safety standards.
4. The promotion of gender equity in the workplace.

CURRENT OBJECTIVES / ACTIVITIES

5.2 Referral of program participants to available full-time employment opportunities.

6. **Coordinate the Minorities in Government Internship Project with other skill training and job placement programs in Santa Clara County.**

6.1 Throughout the development and implementation process, this project will be coordinated with other internship training opportunity projects including:

*NASA/Ames Research Center Internship Program
*The OTI Computer Service Technician Internship Program
*The OTI Facilities Maintenance Internship Program
*The De Anza Medical Assistant Internship Program
*Cooperative Education Departments, Foothill/De Anza College

CONTRACT OBJECTIVES / ACTIVITIES

5. Employer policy toward the hiring of and/or services to economically disadvantaged, learning disabled or English as a second language employees.
6. Responsiveness to multicultural issues.

(#9)**Coordinate the Minorities in Government Internship project with other skill training and job placement pro grams in Santa Clara County.**

(9.1)Throughout the development and implementation process, this project will be coordinated with other internship training opportunity projects including:

*NASA/Ames Research Center Internship Program
*The OTI Computer Service Technician Internship Program
*The OTI Facilities Maintenance Internship Program
*The De Anza Medical Assistant Internship Program
*Cooperative Education Departments, Foothill/De Anza College

(9.2) As part of this program additional internship training opportunities within the public sector and community based organizations will be explored and documented. Contacts will include:

*Center for Employment and Training (CET)
*Economic and Social Opportunities (ESO)
*Regional Occupational Project (ROP)

CURRENT OBJECTIVES / ACTIVITIES

7. **Disseminate project results and make recommendations to the Chancellor's Office regarding the development of future Minorities in Government Internship training projects.**

7.1 A report will be compiled and published by the Director and Internship Developer identifying successful strategies for implementation of a Minorities in Government intern ship program. The publication will contain information regarding the development of future internship training opportunities including sample surveys, questionnaires, networking linkages, a program design and a step by step guide to implement a successful Minorities internship program at community colleges throughout the state of California.

7.2 The publication of results, insights, employer input and recommendations will be distributed to the Chancellor's Office, individual Community Colleges within the state, the minority chambers of commerce, ethnic associations, Community Based Organizations and Adult Education facilities working with minority participants. Publications of the project will be made available to specific Division/ Departments of the Community Colleges and individual internship and/or training programs on these sites.

CONTRACT OBJECTIVES / ACTIVITIES

*Santa Clara Adult Education
*Condie College
*Lawton Business School
*The Copper Connection

(10)**Disseminate project results and make recommendations to the Chancellor's Office regarding the development of future Minorities in Government Internship training projects.**

(10.1)A report will be compiled and published by the Director and Internship Developer with the assistance of the Advisory Committee identifying successful strategies for implementation of a Minorities in Government internship program. The publication will contain information regarding the develop ment of future internship training opportunities including sample surveys, questionnaires, networking linkages, a program design and a step by step guide to implement a success ful Minorities internship program at community colleges throughout the state of California.

(10.2)The publication of survey results, employer input and recommendations will be distributed to the Chancellor's Office, individual Community Colleges within the state, the minority chambers of commerce, ethnic associations, Community Based Organizations and Adult Education facilities working with minority participants. Publications of the project will be made available to specific Division/Depart ments of the Community Colleges and individual internship and/or training programs on these sites.

The following contract objectives and activities were not performed due to the limited time allowed for this project:

Survey 50 Filipino-American students to identify skill training needs to meet public sector employment requirments.

A survey will be developed to identify the needs of the Filipino-American students interested in participating in an internship program. Information to be incorporated in the survey will come from these agencies:

*Cooperative Education Department, De Anza/Foothill College
*NASA/Ames Research Center Internship Program
*Filipino-American Club of De Anza College
*Filipino Chamber of Commerce
*Members of the Minorities in Government Advisory Committee

It will be distributed to 50 Filipino-American students of Foothill/De Anza College by the Internship Developer with the assistance of the Filipino-American Club and the Division Deans.

Survey and prioritize 20 internship opportunities for Filipino-American students.

The Internship Developer will develop a data base of 20 internship opportunities for Filipino-American participants within the public sector. Data from the surveys will be compiled to identify the areas of highest need and to coordinate services to address those needs.

Employers will be prioritized using the following measurements:

1. Appropriate classroom training to be completed prior to internship placement.
2. Appropriateness of skills to be developed during the Internship.
3. Ratio of Mentor/Advisors to the Intern.
4. Availability of Mentor/Advisor to the Intern.
5. Work environment and safety standards.
6. The promotion of gender equity in the workplace.
7. Policies toward the hiring of and/or services to minorities, economically disadvantaged, English as a second language employees.
8. Responsiveness to multicultural issues.

Specific problems such as insurance coverage for interns while in the work place, union regulations, non-traditional employer bias and multicultural issues will be addressed and educational workshops covering these topics will be provided to interested Mentors/Advisors by the Internship Developer and Co-Director.

Refer 75% of Minorities in Government Internship participants to full-time employment openings in the public sector with an outcome of 25% full-time job placement, depending on civil service hiring procedures.

Provide an intensive job search workshop to program participants. The workshops will include all phases of job development, placement and job retention such as applications, cover letters and resume development, interview skills, accessing public sector employment opportunities and passing civil service exams. Attendance will be mandatory to all participants.

Referral of program participants to full-time employment opportunities.

Project Outcome

The project was formally approved on November 23, 1991 but work did not actually start until January 6, 1992. The period between these dates were utilized to hire the staff and prepare the groundwork for the implementation of the project. The outcome of the project relative to its working or current objectives were:

Selection and formation of a Minorities in Government Internship Advisory Committee consisting of representatives from minority

The advisory committee met on January 24, 1992, March 6, 1992 and May 29,1992 with representatives from the City of San Jose, County of Santa Clara, City of Sunnyvale, Filipino-American Chamber of Commerce, Asian Law Alliance, Santa Clara County Board of Supervisors and De Anza Career Planning and Placement Center. The committee members were:

Michael Boennighausen (representing County Board of Supervisor Zoe Lofgren)
La Verne Parker Diggs (Director of Human Resources - City of San Jose)
Ramon Laconico (Filipino-American Chamber of Commerce of Santa Clara County)
James McEntee (Director of Human Resources - County of Santa Clara)
Shirley Rodgers (Executive Assistant - City of San Jose)
Maxi Villones (Executive Director - Asian Law Alliance)
Gail Waiters (Director of Human Resources - City of Sunnyvale)
Shirley Kawazoe (Associate Coordinator - De Anza College Career Planning and Placement Center).

The advisory committee recommended that the project focus primarily on minority vocational college students who were pursuing an AA degree or Certificate program at De Anza or Foothill College. The committee also suggested that a public service or civics class emphasizing city and county government processes/structures be offered to high school graduates or Freshman students of the college. The staff communicated this to De Anza's Dean of Social Science Department (Larry Burke) and the Head of the Administration of Justice Department (Dick Bothman). They were both very supportive of this idea if MIGIP will pay for the cost of instruction and recruit a minimum of 20 students who will attend the class. MIGIP did not budget for the cost of instruction and could not recruit 20 students in time for the spring quarter so this suggestion was not pursued any further.

Survey 50 members of the public sector department heads to identify local city and government employment standards and hiring prac tices for minorities.

Instead of a survey questionnaire, MIGIP met individually with politicians and executives in local government. This cut down on follow-up time and enabled us to garner immediate support for the project.

a) Politicians readily embraced MIGIP because of public pressure to promote a multicultural diverse workplace in Santa Clara County. The Office of the Mayor and Council Members of the City of San Jose gave the project a *Commendation* (Attachment A) while the Santa Clara County Board of Supervisors passed a resolution adopting the project.

b) A meeting with Human Resources Directors of the City of San Jose, City of Cupertino, City of Milpitas, City of Sunnyvale, City of Santa Clara and City of Mountain View was set. We found that most of them welcomed the idea of bringing in minority students as Interns in their organizations. The only exception was the HR Director of the City of Santa Clara who did not make any apparent effort to support the project.

   MIGIP came at an opportune time for the public sector as the budget deficit has put a hold on hiring for almost all positions. Many departments are understaffed so the project was welcomed as an alternative to their hiring needs.

c) A brochure and letter of solicitation was sent to all department heads. Only the City of Sunnyvale Human Resources Director disapproved of this action as internship requests are centralized in her department.

d) Judy Gaynor, Senior Organization and Staff Development Specialist of the County of Santa Clara, facilitated a meeting between MIGIP and all interested department supervisors. She also very efficiently coordinated the project in the County.

A meeting with union representatives of SEIU Local 715 and County management was imperative before we could implement the project in the County. The union believed that a mass layoff was imminent. They were concerned that the internship will be used to replace laid-off employees. They were also concerned that training Interns will be the additional responsibility of their members.

Management respresentatives and MIGIP assured the union that the project cannot be used to replace employees inasmuch as the internship was only available for one quarter, and that training Interns will be the responsibility of the Department Supervisors. The union acquiesced after Management limited the number of Interns to five.

Implement a recruitment campaign to train and place 10-15 minority students in public sector jobs.

MIGIP organized seminars which served a dual purpose of recruiting students and educating them in government careers as well as services. Minority speakers were specifically chosen so students can identify with them and see them as role models. The seminar topics, dates and speakers were:

December 18, 1991 - *Self- Esteem and Job Search Workshop*
- Albert White - Self-Esteem and Employment Consultant
- Roy Suba - Supervising Auditor/Senior Appraiser, County of Santa Clara

March 4, 1992 - *Panel Discussion on Government Careers and Services City Government Part I*
- Ed Normandy - Sr. Staff Analyst, City of San Jose
- Estela Tarano - Equal Opportunity Officer, County of Santa Clara
- Clare Phillips - Associate Director, Office for Multicultural Development, Stanford University

March 11, 1992 - *City Government Jobs and Services, Part II*
- Rudy Navarro - Director for Affirmative Action, City of San Jose
- Lt. Tom Nishisaka - Captain, Milpitas Police Department
- Cpt. Walt Adkins - San Jose Police Deaprtment

Despite strong reservations from the committee, MIGIP dedicated this session on public safety and law enforcement careers and services. We did not want to delve on social issues but we thought it important to address a topic that was specifically re quested by students. We were confident that we had a well-behaved group of students who were capable of discussing issues in a positive way. We were not disappointed. Students focused their questions on career and work- related issues.

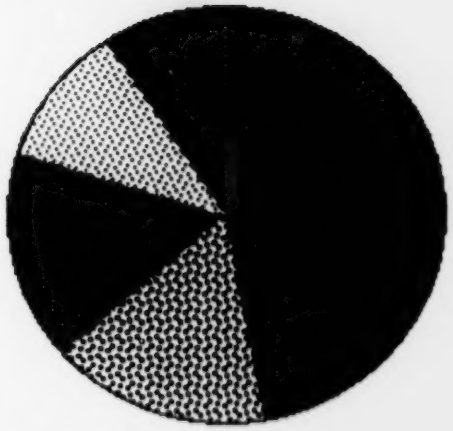
Social issues were only raised when encouraged by the speakers. Student attendance tripled in this session.

March 18, 1992	-	*County and State Government Jobs and Services*
Manuel Valeria	-	Representing Sen. Alfred E. Alquist, 13th District
Alfonso Fernandez	-	Judge, Municipal Court of Santa Clara County
Mark Nelson	-	Personnel Director, City of Milpitas
March 25, 1992	-	*The Political Process*
George Shirakawa	-	Councilman, City of San Jose
Michael Chang	-	Trustee, Cupertino Union School District
Dolores Sandoval	-	Trustee, Foothill - De Anza College District
April 8, 1992	-	*MAYORS SYMPOSIUM*
Patricia Castillo	-	Mayor, City of Sunnyvale
Lauralee Sorensen	-	Mayor, City of Cupertino
Ed Souza	-	Mayor, City of Santa Clara
Pete McHugh	-	Mayor, City of Milpitas
Art Takahara	-	Mayor, City of Mountain View

The mayors discussed their City's affirmative action program and employment opportunities as well as their vision of a multicultural society in this symposium.

A booth was set up in both De Anza and Foothill College Campus Centers to recruit students. The project was also explained to instructors in De Anza College and they were encouraged to refer their minority students to the project.

MIGIP met with officers of minority student clubs in De Anza College and found that they were not as cooperative as expected. Most club officers appeared suspicious of the project. Despite our insistence, they did not let us present at their meetings nor gave us a roster of their members.



Filipino-Americans	47.3%
Asians	16.4%
Hispanic	16.4%
Blacks	10.9%
others	9.1%

MIGIP recruited a total of 55 minority students. Their ethnic background were:

26-Filipino-Americans
9-Asians
9-Hispanic
6-Blacks
5-Others

Filipino-Americans comprised 47.3% of our applicants because the Project Director and Co-Director are both Advisors of the Filipino-American Cultural Exchange Club in De Anza College. Having direct access to the members, they convinced the students that this internship is a positive step towards their careers.

Provide training and cooperative education internships to 10 - 15 minority vocational students in the public sector.

MIGIP received a total of 24 requests for Interns from February to May 1992. Internship postions were obtained from:

City of Milpitas: Community Policing and Strategic Planning Assistant

City of San Jose: Geographic Information Systems Assistant, Public Information Intern, Contract Compliance Specialist, Real Estate Assistant,Transportation Analyst Assistant, and Police Interns

County of Santa Clara: Paralegal, HR Office Assistant, Communications Assistant, General Office Assistant (2), Physical Therapy Intern, Computer Software Assis tant, Management Aide, Affirmative Action Assistant, Occupational Therapy Intern, Patient Aide Intern, and Pharmacy Assistant.

City of Cupertino: Administrative Assistant - Finance Department

City of Mountain View: Police Department Intern, Engineering Office Assistant, and General Office Assistant - Fire Department

Eleven Interns were successfully placed. They were:

Alfredo Cabigao - Computer Software Assistant (County of Santa Clara)
Alexander Hang - Management Aide (County of Santa Clara)
Geraldine Hernandez - Police Intern (City of San Jose)
Mary Hernandez - Administrative Assistant (City of Cupertino)
Rebecca Herrera - Affirmative Action Assistant (County of Santa Clara)
Teresa Huynh - GIS Assistant (City of San Jose)
Yi Ping Liu - GIS Assistant (City of San Jose)
Bertha Morris - General Office Assistant (City of Mountain View)
Eduardo Regala - Pharmacy Assistant (County of Santa Clara)
Ehab Saab - Real Estate Assistant (City of San Jose)
German Sedano - Police Intern (City of San Jose)

All Interns have completed a minimum of 12 units in their vocational major prior to the commencement of their internship assignment in April 1992. To earn college credits and for liability coverage, Interns were required to register in CO-OP Ed: Occupational Work Experience (COOP 50). Some Interns were placed after a month into the spring quarter. They were allowed to start their internship but will not earn college credits until the summer quarter, when they will register for COOP 50.

Internship Procedure

The following internship procedure was followed:

- Interns selected by public sector agencies and departments were enrolled in COOP 50. Interns were required to fill out and submit an objectives work sheet which the Site Supervisor reviewed and signed (Attachment B).

- A Faculty Advisor and the Internship Developer met with Interns and their respective Site Supervisors to review the objectives stated in the worksheet. Thereafter, Interns signed the Student Agreement form (Attachment C) and Performance Agreement Form (Attachment D).

- The Assistant Internship Developer called Interns once every two weeks for job counseling and/or problem resolution. She documented every contact with Interns and Supervisors. Interns were also required to contact their Faculty Advisor thrice during a quarter. Site Supervisors were encouraged to contact MIGIP for concerns or problems with the Intern.

- On June 15, 1992, the Faculty Advisor and the Assistant Internship Developer met with Interns and Site Supervisors to evaluate the Interns' performance and his/her accomplishment of work objectives.

- To earn a grade, the Interns were required to write a self-evaluation paper on: the value of the internship to his/her career and personal goals, how well he/she accomplished the performance objectives, and the value of the objectives as they relate to the employer and the work performed.

Evaluate the placement of minority vocational students in internship positions and appropriate training areas.

An evaluation form was sent to Interns (Attachment E) and Site Supervisors (Attachment F) on June 16, 1992. Based on the early response and the letters we received (Attachment G), the Site Supervisors were extremely pleased with the Interns. The Interns ,on the other hand, felt that the internship substantiated their vocational training and provided them with an appreciation for government service. Most of the Interns indicated that they will now consider civil service as a viable career option. All Interns received an A grade from the Faculty Advisor.

Despite of the very positive response to the Interns, none of them were placed in full-time jobs. City and County government in California is in a serious budget deficit so hiring for entry level positions have been suspended. As the union feared, a layoff in the public sector may occur before the end of this year.

Numerous requests for Interns were received from the public sector after May 30, 1992. These will be turned over to the Career Planning and Placement Center of De Anza College so other college students could avail of this opportunity. The Occupational Training Institute (OTI) will also utilize these to provide their JTPA participants with hands-on

training in their vocational career.

Coordinate the Minorities in Government Internship Project with other skill training and job placement programs in Santa Clara County.

MIGIP is unique in that a similar project does not exist in Santa Clara County. Close coordination with OTI and the student clubs at De Anza College were, therefore, critical to the success of this project. Coordination was established with OTI's Title III (dislocated workers) and Title IIA (low-income) programs, Foothill College's Computer Service Technician and Facilities Maintenance programs as well as De Anza College's Medical , Cooperative Education, and Students Activities departments.

Four Students from OTI's Title III program and one student from the Title IIA program were placed.

Disseminate project results and make recommendations to the Chancellor's Office regarding the development of future Minorities in Government Internship training projects.

Articles about this project were written in the *Philippine News*, De Anza's Student Body Publication - *La Voz*, *Asian Week.*, *San Jose Mercury News* and Foothill-De Anza College Staff Publication - *Connections*. MIGIP brochures and information packet were distributed to all City/County executives and elected officials.

The Project Co-Director presented on the progress of the project in a Vocational Education Special Project workshop held in Los Angeles. A status report was distributed at the workshop and to all the advisory committee members.

This report will be distributed to the State's Chancellor's Office, College Vocational Education Deans, Employment and Training Network, Community-Based Organizations and Adult Education Facilities. Copies will also be given to the Career Planning and Placement Centers of De Anza and Foothill College.

Recommendations

The Minorities in Government Internship Project (MIGIP) should be a one year project. Funding came in so late that internship assignments were limited to only one quarter or three months. This was not sufficient for Interns to learn the nuances of the job much less understand the complexities of government work. Site Supervisors also felt that a one quarter internship was too short. Several of them requested for a continuation of the assignment for another quarter.

Requests for Interns that "poured" from the public sector was a surprise to us. We expected that the bureaucracy entrenched in local government would prevent us from implementing the project within the timeframe given to us. The hiring freeze in city and county government made this project timely. Department Supervisors were more than willing to train and utilize qualified Interns despite of their ethnic background. Most of the local government executives that we approached were very supportive of the project. The City of Santa Clara was the only exception.

Recruiting minority students and educating them on government careers/services proved to be a more difficult task. Student attendance in the seminars on government careers and services fell short of expected goals. The seminar on City Government and Services which focused on law enforcement and public safety was the only one that attracted the most interest. It seems that law enforcement is the only government service that sparks students curiosity. We believe that more time should be devoted to educating minority students in the civil service. Once exposed to government work, they will see it as a viable career option.

Some of the recommendations made by the MIGIP Advisory Committee to strengthen the project included:

* Developing a Civics class for Freshman students in Community Colleges
* Providing a minimum of six months internship for students
* Setting up a job fair for government jobs and services in the Community College

MIGIP occasionally had to deal with social issues like racial discrimination and ethnic disputes. It was inevitable that community activists would be drawn to the project and would want to use it to advance their agenda. While the project needed their support and cooperation, we shied away from any controversy. Our first and foremost goal was to provide internship opportunities to minority students in the public sector.

MIGIP is a project worth replicating. Its potential contribution to multicultural diversity in the government can be immense, given a longer timeframe for project implementation.

Attachments and Forms

OFFICE OF THE MAYOR
CITY OF SAN JOSÉ

Attachment A

Commendation

WHEREAS: Santa Clara County's multi-ethnic population has grown significantly in the last decade, presenting cities and county governments with the challenge of reflecting diversity in our workforces; and

WHEREAS: The MINORITIES IN GOVERNMENT INTERNSHIP PROJECT is a pilot program of the Occupational Training Institute of Foothill-De Anza Community College District; and

WHEREAS: The MINORITIES IN GOVERNMENT INTERNSHIP PROJECT was developed to assist minority students in overcoming barriers to entering public sector employment and to increase the effectiveness of vocational education; and

WHEREAS: Minority students from Foothill and De Anza Community Colleges, having completed a minimum of 12 quarter units, will be recruited and placed in departments and agencies of local governments;

NOW, THEREFORE I, Susan Hammer, Mayor of the City of San Jose, together with Councilmember Trixie Johnson, do hereby commend the

MINORITIES IN GOVERNMENT INTERNSHIP PROJECT

for providing encouragement and the opportunity for minority students to prepare for public service careers.

Attested to by:

Patricia L. O'Hara

Clerk of the City of San José

The Honorable Susan Hammer
MAYOR

Trixie Johnson, Councilmember

JANUARY 28, 1992

Attachment B

OBJECTIVES WORKSHEET FOR COOPERATIVE EDUCATION — De Anza College

Student _____ Quarter/Year _____ Coordinator _____

Note: Follow the instruction sheet for writing on-the-job learning objectives. This worksheet will be picked up by the coordinator on his/her first visit. Please make a copy for yourself for reference during the quarter and to help you in completing your self-evaluation report.

1. Describe briefly your five most important job duties:

   a. _____
   b. _____
   c. _____
   d. _____
   e. _____

2. List duties you should improve on or new areas you would like to learn:

   a. _____
   b. _____
   c. _____
   d. _____

3. Write three or four specific, measurable objectives that will help you reach the goals mentioned in No. 2. Be sure to follow the guidelines for writing objectives as given on the accompanying instruction sheet.

Obj. A. By (target date) _____, I will _____

_____

_____

_____

I want to accomplish Objective A because _____

_____

Steps I will take to accomplish Objective A:

1. _____
2. _____
3. _____
4. _____
5. _____

My supervisor and I will be able to evaluate my achievement of Objective A in this way: _____

_____

Obj. B. By (target date) _____, I will _____

_____

_____

_____

SEE OTHER SIDE

I am choosing Objective B because _____

_____

Steps I will take to accomplish Objective B:

1. _____
2. _____
3. _____
4. _____
5. _____

My supervisor and I will be able to evaluate my achievement of Objective B in this way: _____

_____

Obj. C By (target date) _____, I will _____

_____

_____

_____

_____

I am choosing Objective C because _____

_____

Steps I will take to accomplish Objective C:

1. _____
2. _____
3. _____
4. _____
5. _____

My supervisor and I will be able to evaluate my achievement of Objective C in this way: _____

_____

Obj. D By (target date) _____, I will _____

_____

_____

_____

I am choosing Objective D because _____

_____

Steps I will take to accomplish Objective D:

1. _____
2. _____
3. _____
4. _____
5. _____

My supervisor and I will be able to evaluate my achievement of Objective D in this way: _____

_____

Supervisor's preliminary approval of suggested objectives: _____
Supervisor's signature

Attachment C

De Anza _____
408/864-8841

FOOTHILL - DE ANZA COMMUNITY COLLEGE DISTRICT
COOPERATIVE EDUCATION PROGRAM

Foothill _____
415/949-7232

Student Agreement

STUDENT'S NAME_____
(Print) Last First Mid. In

The main objectives of the Cooperative Work Experience Education program are to help you to (1) learn on your job, (2) improve your job performance, and (3) accept new responsibilities and handle them successfully. To receive credit for your participation, you must agree to and meet the following commitments to your employer and to the Cooperative Education program.

STUDENT AGREEMENT: I agree to meet the following commitments in order to receive credit each quarter that I am enrolled in Cooperative Education.

1. Work to achieve my on-the-job Cooperative Education learning/performance objectives.
2. On the job, be prompt and regular in attendance, appropriately groomed, honest, courteous, and willing to learn under supervision. I will comply with all reasonable employer requests.
3. Work 50 hours per quarter for each unit of credit in paid employment. Work 40 hours per quarter for each unit of credit in unpaid employment.
4. Complete and hand in all required reports and papers.
5. Enroll in additional course(s) to meet the minimum units required.
6. Call or visit my faculty Cooperative Education coordinator as required and comply with all reasonable requests of the coordinator.
7. Notify my coordinator or the Cooperative Education office immediately of any change in my work assignment, hours, location, work phone, supervisor, or home address or phone.
8. Notify my coordinator in advance of my intention to drop the class or change my employment.
9. Notify my coordinator or the Cooperative Education office immediately if I am released from my job before the end of the quarter.
10. Submit records of hours worked to the Cooperative Education office within the required time.

I have read all foregoing statements, and I accept and agree to fulfill these obligations to earn credit for participating in the Cooperative Work Experience Education program. I understand that my work will be evaluated by my employer and my coordinator before I am allowed credit for any quarter's participation. I further understand that I will be subject to the current grading policies of De Anza or Foothill College as well as the policies of the Cooperative Education program.

I authorize the Foothill -De Anza Community College District to give my employer information from my academic records that is needed to facilitate my participation in Cooperative Work Experience Education.

_____ _____ _____
Student's Signature **Social Security No.** **Today's Date**

_____ _____ _____
Coordinator's Signature **Coordinator's Phone No.** **Today's Date**

WE21089 Orginal to CO-OP ED office - Yellow to Coordinator - Pink to Student - Gold to Employer

Attachment D

De Anza _____ **FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT** Foothill _____

COOPERATIVE EDUCATION — WORK EXPERIENCE

PERFORMANCE AGREEMENT

Student Name	Company	Date
Job Title	Supervisor	Supervisor Phone No.

1. Each term that a student is enrolled in Work Experience, it is necessary to identify new learning objectives. They should be specific, measurable and within his or her ability to accomplish.
2. Once the objectives are formulated, they must be approved by employer, student, and faculty work experience coordinator at the beginning of the academic term.
3. Before the end of the academic term, the employer, student, and faculty coordinator will discuss the progress made on the objectives and the employer will rate this progress. From the employer rating and other required course work, the college will determine the overall academic credit the student will receive.
4. It is understood that the employer will provide adequate protection for the student employee through Workmen's Compensation and/or liability insurance as required by law and by compliance with OSHA regulations.

We agree with the validity of the learning objectives listed. The employer and the college agree to provide the necessary supervision and counseling to insure that the student/employee receives appropriate educational benefit under the control of the College District.

SUPERVISOR'S SIGNATURE | STUDENT'S SIGNATURE | FACULTY COORDINATOR'S SIGNATURE

	Student Objectives		* Use Scale Below: Completion of Objective	Progress of Continuing Objective
A	Target Date	☐ Completion This Quarter ☐ Continuing Next Quarter		
B	Target Date	☐ Completion This Quarter ☐ Continuing Next Quarter		
C	Target Date	☐ Completion This Quarter ☐ Continuing Next Quarter		
D	Target Date	☐ Completion This Quarter ☐ Continuing Next Quarter		

*End of Quarter Evaluation Scale to be used to rate completion or progress of objectives

1 = Outstanding
2 = Good
3 = Average
4 = Fair
0 = Not done — no progress

REMARKS _____

End of Quarter Evaluation Made By

SUPERVISOR'S SIGNATURE | DATE

5

Beginning of Quarter — Yellow to Office, Pink to Student, Goldenrod to Employer
End of Quarter — White to Office, Green to Coordinator

WE3/5/983

The OCCUPATIONAL TRAINING INSTITUTE

MINORITIES IN GOVERNMENT INTERNSHIP PROJECT
PARTICIPANT SURVEY

Name: _____ SS# _____

Location: De Anza _____ Foothill _____

Approximate # of course units completed: _____

Career Objective/Vocational Major: _____

How did you learn about this internship: (Please Explain)

_____

_____

Internship start date: _____ Completion date: _____

	YES	NO
Did this internship enhance your career objective?	☐	☐
If yes, how? (be brief) _____		
Were the site policies and procedures explained to you?	☐	☐
Did your site supervisor clearly explain your job duties?	☐	☐
Did this internship increase your knowledge of government structures and processes?	☐	☐
Was this internship valuable to your career objective?	☐	☐
Would you consider pursuing a career in government service?	☐	☐
Would you be interested in participating in another internship program?	☐	☐

Comments: _____

_____

_____

Please check categories that apply:

Age Group 18-25 ☐ 26-40 ☐ 56-over ☐

Career Programs: ☐ AA/AS Degree: ☐ Certificate: ☐

Gender: M☐ F☐

Limited English Speaker: Y☐ N☐ Learning Disabled: Y☐ N☐

Physically Disabled: Y☐ N☐

The OCCUPATIONAL TRAINING INSTITUTE

MINORITIES IN GOVERNMENT INTERNSHIP PROJECT SUPERVISOR SURVEY

Government Agency: _____
Location: _____
Site Supervisor Name: _____
Participant Name: _____
Internship Position: _____
Briefly explain job duties: _____

_____

_____

Were job tasks performed satisfactory by participant? Y☐ N☐

Did the participant:
-have regular attendance? Y☐ N☐
-willing to learn? Y☐ N☐
-follow through on assignments? Y☐ N☐
-have good communication skills? Y☐ N☐
-ask questions? Y☐ N☐
-use good time management skills Y☐ N☐
-follow department's policies and procedures? Y☐ N☐

Would you extend his/her externship for another quarter? Y☐ N☐

Was the Cooporative Education - Work Experience Coordinator receptive to your needs? Y☐ N☐

What did you find most helpful about the MIGIP internship program? _____

_____

Comments: (your comments are greatly appreciated)

_____

_____

_____

CITY OF SAN JOSÉ, CALIFORNIA

801 NORTH FIRST STREET
SAN JOSE, CALIFORNIA 95110
(408) 277-4000

DEPARTMENT OF
PUBLIC WORKS

May 19, 1992

Ms. Willie Mae Ogilvie, Coordinator
Occupational Training Institute
De Anza College
21250 Stevens Creek Blvd.
Cupertino, CA. 95014

RE: MIGIP Student Interns

Dear Ms. Ogilvie:

The three student interns with the City of San Jose Department of Public Works are performing exceptionally well, within the established precepts of the MIGIP program.

As a result, the Department of Public Works is very much interested in extending their internship through the summer. The terms of their present internship agreement will expire on June 26, 1992 for Yi-Ping Lee and Teresa Huynh, and on July 10, 1992 for Ehab Saad.

It is our understanding that the extensions are possible, provided the students agree to continue their internship through the summer. Also, the Department could offer the students new tasks and learning opportunities in order for them to receive additional college credits.

It would be most appreciated if you would send the necessary paperwork and guide us through the procedures needed to process their internship extensions.

Please call me at (408) 277-4337 if you require further information. Thank you for your support and assistance.

Sincerely,

Emily R. Briggs

EMILY R. BRIGGS, Analyst II
Public Works Administration

c: Ann Marie Gallant
Bruce Burroughs
Shirley Rodgers
Vicky Criddle

doc:51992a

CITY OF SAN JOSÉ, CALIFORNIA

201 W. MISSION STREET
P.O. BOX 270
SAN JOSE, CALIFORNIA 95103-0270
(408) 277-4212

CHIEF OF POLICE
LOUIS A. COBARRUVIAZ

May 28, 1992

DeAnza College
21250 Stevens Creek Boulevard
Cupertino, California 95014

Gentlemen:

The San Jose Police Department has developed a working relationship with the "Minorities In Government Internship Project" through DeAnza College. To date we have placed two interns (German Sedano and Geraldine Hernandez). They are being kept very busy helping the Police Department in developing our Community Policing Program. This is a new experience for the Police Department and we are excited about the possibility of the continued involvement of interns from the MIGIP Program.

Alex Melendez and Willie Mae O'Gilvie have greatly assisted in the set up and coordination of the Internship Program. With their continued involvement, the Internship Program in the San Jose Police Department will be a great success.

Sincerely,

LOUIS A. COBARRUVIAZ
Chief of Police

Sergeant Greg Trapp #1855
Staff Inspections

LAC:GT:mct
2619J

VOLUNTEER SERVICES OF SANTA CLARA VALLEY MEDICAL CENTER -- THE AREA'S LARGEST MEDICAL TEACHING FACILITY -- IS LOOKING FORWARD TO WORKING WITH THE OCCUPATIONAL TRAINING INSTITUTE WHICH DIRECTS THE PROGRAM "MINORITIES IN GOVERNMENT INTERNSHIP PROGRAM" (MIGIP) AT DE ANZA COLLEGE.

THE AGENCY PLACES STUDENTS WISHING TO EXPLORE INTERNSHIP PLACEMENTS IN VARIOUS FACILITIES IN THE COMMUNITY.

WE AT VMC ARE PREPARING FOR A LONG AND SUCCESSFUL PARTNERSHIP WITH MIGIP.

MR. EDUARADO REGALA IS VOLUNTEERING AT SANTA CLARA VALLEY MEDICAL CENTER IN THE PHARMACY DEPARTMENT WHILE EXPLORING THIS FIELD OF MEDICINE AS HIS CAREER CHOICE.

MR. REGALA OFFERS THE QUALITIES OF PROFESSIONALISM AND DEDICATION AND WILL BE AN ASSET IN ANY PROFESSION HE ENTERS.

Attachment G-4

The OCCUPATIONAL TRAINING INSTITUTE

MINORITIES IN GOVERNMENT INTERNSHIP PROJECT SUPERVISOR SURVEY

Government Agency: Santa Clara County District Attorney's Office
Location: 70 West Hedding St., San José CA 95110
Site Supervisor Name: Joel Berger
Participant Name: Alfonso Cabigao
Internship Position: Information Systems Specialist
Briefly explain job duties: Assist with installation, maintenance, and repair of personal computers, printers, and mini-computer system.

Were job tasks performed satisfactory by participant? Y☑ N☐

Did the participant:
-have regular attendance? Y☑ N☐
-willing to learn? Y☑ N☐
-follow through on assignments? Y☑ N☐
-have good communication skills? Y☑ N☐
-ask questions? Y☑ N☐
-use good time management skills ? Y☑ N☐
-follow department's policies and procedures? Y☑ N☐

Would you extend his/her externship for another quarter? Y☑ N☐

Was the Cooperative Education - Work Experience Coordinator receptive to your needs? Y☑ N☐

What did you find most helpful about the MIGIP internship program? MIGIP staff was very helpful in every way.

Comments: (your comments are greatly appreciated)
The program is well worth continuing

INVOLVEMENT MEANS!

TRAINED INTERNS WHO ARE JOB READY

YOU CHOOSE THE CANDIDATE THAT BEST FITS YOUR NEEDS

QUALIFIED MINORITY EMPLOYEES FOR THE FUTURE

NO RISK - LIABILITY COVERED BY COOPERATIVE EDUCATION

MINORITIES IN GOVERNMENT INTERNSHIP PROJECT (MIGIP)

(408) 864-8307

POSSIBLE COUNTY and CITY INTERNSHIP SITES:

Office of the Mayor
City Manager
City Attorney
City Clerk
Personnel
Public Works
Engineering/Traffic
Valley Medical Center
Public Defender's Office
Public Safety
Municipal Court
Purchasing/Finance
Information Management
Community Development
Library
and MORE !!!

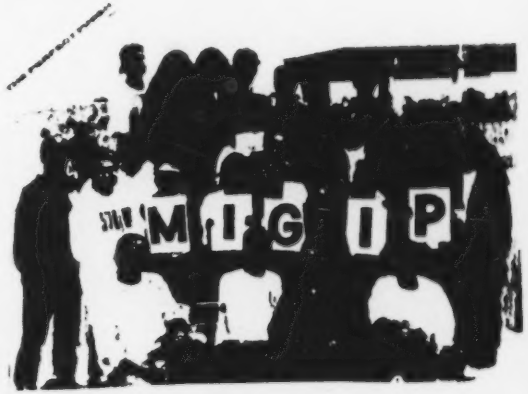
No person shall, on the grounds of sex, race, color, national origin or disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under this project.

This brochure is made pursuant to contract/agreement number 90-0466. This project is supported by the Carl D. Perkins Vocational Education Act. Title III, Part A, P.L. 98-524, funds administered by the Chancellor's Office, California Community Colleges.

The activity which is the subject of this brochure is supported in whole or in part by the U. S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Department of Education, and no official endorsement by the U.S. Department of Education would be inferred.

MINORITIES IN GOVERNMENT INTERNSHIP PROJECT

Upward Mobility...



Means Getting Involved!

The OCCUPATIONAL TRAINING INSTITUTE

Foothill-DeAnza Community College District

DeAnza College
21250 Stevens Creek Blvd
Cupertino, CA 95014

(408) 864-8307

WHAT IS MIGIP?

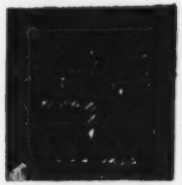
Minorities In Government Internship Project (MIGIP) is a pilot project of the **Occupational Training Institute (OTI)**, of Foothill-De Anza Community College District that is funded through the Chancellor's Vocational Education Special Project. This was conceived out of concern for the minorities' lack of representation in the top government jobs.

The ethnic community in Santa Clara County has experienced tremendous growth in the last decade. Despite this, very few minorities are employed in city and county government.

THE GOAL OF MIGIP is to assist minority students in overcoming barriers and increasing the effectiveness of vocational education to assist students in entering public sector employment.

MIGIP will specifically target minority vocational students. It will provide them with:

- Knowledge of the complexities of governmental operations;
- Hands-on experience specific to public sector internship positions;
- Insight into the various facets of government work which could stimulate a desire to pursue a career in public employment, and
- An opportunity to transition into full-time employment.



WHO ARE QUALIFIED MIGIP INTERNS?

Minority students from De Anza or Foothill Community Colleges who have completed a minimum of 12 quarter units will be recruited and placed in different departments/ agencies of local governments.
Internships will be coordinated with the Foothill/ De Anza Cooperative Education Department so liability insurance will be available to participants.

WHAT CAREER AREA INTERNSHIPS ARE OFFERED?

Administrative Assistant
Facilities Maintenance Technician
Accounting
Graphic Art/Design
Paralegal
Medical Assisting
Computer Programmer Analyst
Computer Aided Drafting & Design
Computer Service Technician
Machinist/Machine Operator
Medical Reception
Medical Laboratory Assistant

And MANY MORE!!!

WHAT IS THE COST?

MIGIP will provide non-paid or paid internships to students. Interns will earn college credit for working in your place of business while learning the skills they need to become competitive in our local labor market. Internships will begin in January. Interns will be required to work a minimum of 12 and a maximum of 20 hours per week. Liability insurance will be provided by Foothill/De Anza Cooperative Education Department.

Your only commitment is to provide the opportunity for a student to acquire hands-on practical knowledge in the career field he/she has selected.

MIGIP can offer you highly motivated students to work in your business in a variety of fields at absolutely no cost to your department or agency.

Internship performance will be monitored by **MIGIP** staff.

If you are interested in participating in this innovative and noble project, please contact our office today!

MINORITIES IN GOVERNMENT INTERNSHIP PROJECT (MIGIP)

OCCUPATIONAL TRAINING INSTITUTE
DE ANZA COLLEGE
21250 Stevens Creek Blvd.
Cupertino, CA 95014
(408) 864-8307

The OCCUPATIONAL TRAINING INSTITUTE

MINORITIES IN GOVERNMENT INTERNSHIP PROGRAMS SIGN-IN LOG

Last Name	First Name	Date	Telephone #	Social Security #	Occupational Interest

The OCCUPATIONAL TRAINING INSTITUTE

MINORITIES IN GOVERNMENT INTERNSHIP PROJECT (MIGIP)
INTERNSHIP OPPORTUNITY

Branch of Government: _____

Department/Agency: _____

Address: _____

City: _____ Zip: _____ Phone: (___)_____ FAX: _____

Contact Person: _____ Title:_____

INTERNSHIP OPPORTUNITY INFORMATION

Internship: _____ Number Available: _____

Description of Duties: _____

_____

_____

Working Hours: _____ Days: _____

Dates: _____ to _____ Weekly Hours: _____ (20 Hours maximum)

Required pre-placement interview? ___Yes ___No If yes, person to contact for interview:

Name: _____ Title _____

Address: _____

City: _____ Zip: _____ Phone: (___) _____

Foothill-DeAnza Community College District

☐ DeAnza College • 21250 Stevens Creek Blvd • Cupertino, California 95014 • (408) 996-4869
☐ Foothill College • 12345 El Monte Rd. • Los Altos Hills, California 94022 • (415) 960-4601
☐ Employment Service • 1765 Scott Blvd • Suite 210 • Santa Clara, California 95050 • (408) 554-0645

MINORITIES IN GOVERNMENT INTERNSHIP PROJECT (MIGIP)
INTERNSHIP QUESTIONAIRE

Government (State/County/City): _____

Department/Agency: _____

Contact Person: _____ Title: _____

Address: _____ City: _____ Zip: _____

Business Phone: (____) _____ FAX No. (____) _____

Could you provide internships for: Students ___Yes ___No

Limited English Speakers ___Yes ___No Physically Disabled ___Yes ___No

Approximate number of internships you would be willing to provide: _____

Areas internship would be available (mark all that apply):

____ Business Office Technology

___ Facilities Maintenance Technology

____ Accounting

____ Graphic Arts/Desktop Publishing

____ Paralegal

____ Medical Assisting

____ EKG Technician

____ Computer Information Systems

____ Computer Aided Drafting & Design

____ Computer Service Repair

____ Computer Business Applications

____ Machine & CAM Technology

____ Medical Reception

____ Medical Laboratory Assistant

____ Other (Describe)

_____

DEPARTMENT/AGENCY INFORMATION

Number of Employees: ___ 1-25 employees ___ 26-50 employees ___ 51-100 employees

___ 100-500 employees ___Over 500 employees

Type of Product or Service: _____

CITY and COUNTY GOVERNMENT
STUDENT INTERNSHIP EMPLOYMENT REQUEST FORM

AGENCY:_____ DATE:_____

CITY/COUNTY:_____

CONTACT PERSON:_____ PHONE:_____

_____

ADDRESS ZIP

DEPARTMENT LOCATION: _____ _____

POSITION OFFERED: _____

INTERNSHIP HOURS:_____

ASSESSMENT

INTERVIEW DATE: _____ TIME:_____

NAMES of STUDENTS SELECTED for INTERVIEWS: / SELECTED STUDENTS PHONE # :

_____

_____

_____

_____

_____

_____

_____

STUDENT INTERN LOCATION_____

MIGIP STAFF SIGNATURE_____ DATE_____

MINORITIES IN GOVERNMENT INTERNSHIP PROJECT (MIGIP)
INTERNSHIP PARTICIPANT QUESTIONAIRE

Name: _____ Social Security No.: _____

Address: _____ City: _____ Zip: _____

Home Phone: (____) _____ Work Phone: (____) _____

Career area internship desired:

_____ Business Office Technology
_____ Facilities Maintenance Technology
_____ Accounting
_____ Graphic Arts/Desktop Publishing
_____ Paralegal
_____ Medical Assisting
_____ EKG Technician
_____ Computer Information Systems
_____ Computer Information Systems
_____ Computer Aided Drafting & Design
_____ Computer Service Repair
_____ Computer Business Applications
_____ Machining & CAM Technology
_____ Medical Reception
_____ Medical Laboratory Assistant
_____ Other: Describe

_____

CONFIDENTIAL INTERN INFORMATION

Internship Type: ___ Student Sex: ___Male ___Female Major: _____

Limited English Speaker ___Yes ___No Physically Disabled ___Yes ___No

What is your ethnic/racial background (mark only one):

ASIAN
____ Cambodian
____ Chinese
____ Filipino
____ Indian
____ Japanese
____ Korean
____ Laotian
____ Vietnamese
____ Other Asian

HISPANIC
___ Central American
___ Mexican American/Chicano
___ South American
___ Other Hispanic

___ Decline To Answer

OTHER
___ American Indian /Alaskan Native
___ Black, Non-Hispanic
___ Guamenian
___ Hawaiian
___ Samoan
___ Other Non-White

The OCCUPATIONAL TRAINING INSTITUTE

MINORITIES IN GOVERNMENT INTERNSHIP PROJECT (MIGIP)
FOLLOW-UP / PROGRESS FORM

Branch of Government _____

Department / Agency _____

Address _____

City _____ Zip _____ Phone _____ Fax _____

Agency Contact _____ Title _____

_____ _____ _____ _____ – –
Student Last Name | First Name | Middle Initial | Social Security Number

_____ _____ _____ _____
Street Address | City | Zip | Phone

Career Goal _____ Completed Units _____

Work Activity _____ Resumé: Yes or No

Interview Date _____ Time _____ Job Offered: Yes or No

Accepted by Student: Yes or No Remarks _____

PLacement Date _____ Start Date _____ Estimated Completion Date _____

Job Program Unit _____ Supervisor _____

Position / Job Name _____

Location _____

MIGIP Student Progress Notes:

Date	Initials	Comments

(over)

Progress Notes Continued:

Date	Initials	Comments